

**Journal of Social Sciences Research & Policy (JSSRP)****Comparing English Writing Skill between Public and Private Sector Schools Students at Secondary Level in Lower Dir****Saria Naseem<sup>1</sup>, Dr. Zia Ullah<sup>1</sup>, Dr. Wajid Hussain<sup>2</sup>, Anayat Ullah<sup>1</sup>**

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**Abstract:** This research article examines the issue of writing, appropriate words use in writing and translation skill at higher secondary level and it also highlights the difference in proficiency between public and private sector in English language writing skill. Writing skill is regarded the most difficult skill and proficiency in English language writing has long history for research around the world. The research collected data through written test and the obtained data was analyzed in MS EXCEL which was shown in tabulated form. Furthermore, regression models were developed to study the relationship between student's marks and easy analysis, student's marks and translation analysis plus student's marks and pairs of word analysis. For the purpose, Sigma plot software was used for regression analysis in the study. The results show that public sector students made 66% errors while it was 52% for private sector students.

**Introduction**

Writing is the recording of human communication, using of signs or symbols for the representation of spoken word (McMillan Encyclopedia, 1986). According to Peters (1986) writing as a "curiously solitary form of communication, addressed to an absent and often unknown reader" The writing proficiency in English has a long history for research around the globe. The written language demand higher accuracy, because in writing there is no room for misunderstanding of the context and the text has to be clearly structured, organized and grammatically correct. The writing skills among the students has been widely addressed through direct and indirect assessment, validation and reliability, analytical and holistic scoring (Villanueva, 2008).

Research around the globe suggests that writing in a forging or in second language is a difficult and demanding task, because it needs proper organization of the text, their revision and final editing to ensure effective error-free text (Alsamadani, 2010). Writing in a foreign language such as English is a difficult assignment because various elements such as grammar, spelling, punctuation, vocabulary and suitable style should be considers meeting the expected readers (Musa, 2010).

English is one of the major subjects at school and college level across the world. It is the medium of instruction in private and public schools/collages. Writing English as a second language have many

problems such as, capitalization, punctuation problem, inexplicitness/fuzziness, poor organization / illogical sequence, spelling problem, and grammatical errors (Msanjila, 2005).

Many studies reported that teachers workload, overcrowded classrooms, poor infrastructure, examination system, poor teaching methods and inefficient monitoring are the responsible factors for English writing skills of a student (Muhammad et al., 2017). Some of the other studies proved that the writing skills of a student are poor because the teachers did not involve the students in English writing practices (Emmit et al., 2003).

The existing teaching methods used by the teachers are not satisfactory for developing the language skills of students, (Nawab, 2012). According to the findings of Okwaras' (2012) that inadequate evaluation of the students may easily affect writing competence of secondary level students. The second language learners faced a lot of difficulties in English writing skill because they have lack of vocabulary, poor spelling, poor understanding of grammatical structures (Farooq, 2012). A study conducted by Msanjila (2005) highlighted that the major writing problems faced by the secondary school students in Tanzania includes; capitalization and punctuation errors, inexplicitness or fuzziness, poor organization of sentence making or illogical sequence, spelling and grammatical mistakes.

For effective English writing there is a dire need to raise student's awareness about compositional skills, pinpoints the importance of writing for communicative purposes and to properly train students through effective writing strategies. Furthermore, the recruitment of teachers proficient in English are needed (Mohites, 2014). For effective writing many researches recommended that students should pay attention on grammar and vocabulary, enhanced extensive reading and teachers should focused on the cooperative writing strategies which is one of the innovative ways to improve students' learning and performance because it involves role-playing and role-shifting. (Habiba et al., 2020).

Private and public sector are the main education units in Pakistan. Public sector plays the major role in imparting education with more than 164000 institutions serving 21.6 million students (ADB, 2019), Similarly, the private sector does have a sizable share particularly at school/collage educational level with 31% share in number of educational institutions and a 35% share in students enrollment (ADB, 2019). In both sectors particularly at private sector English is the medium of instruction.

The issue of deterioration of quality in education in Pakistan, especially decline in quality of secondary education was the slogan of the day. Researchers outline the academic achievement at secondary and higher secondary level in subject like science, math's and English at public and private sectors and it was reported that compared to public sector private sector students performed well in the subject of English (Bashir 2001). Ahmad et al. (2017) conducted study on the Comparative Study of Students Academic Performance between Private and Public Higher Secondary Schools of Wah Cantt. They collected data from 240 students through a structured questionnaire and Pupils' Achievement Test in three major subjects (English, Maths and Social studies). Their results showed that students in private schools perform well than public schools. They suggested major academics improvement in the private school for better performance.

Secondary and higher secondary schools students of Pakistan lacking creative writing due to many reasons such as they follow rote learning in essays and stories, they like Grammar Translation Method and they avoid to communicate in English (Awan and Shafi, 2016). Rahman (2002) highlighted that the secondary school students rely on cramming and has lack of ability of writing creatively in Pakistan. In addition, Pakistani secondary school students need of expertise in creative writing skills for a number of educational purposes for example writing tasks and assignments given by the teachers and final examinations etc. (Dar & Khan, 2015).

For academic learning purposes English is an important language. As a medium of the Global knowledge, the students' needs to communicate effectively in English language. (Crystal, 2003). According to Swales (2004) English has become the global language of research, commerce, education, academics etc. English has become an invaluable tool for professional and academics opportunities, literature, movies, dramas, music as well other multiple social aspects of human around the globe (Ives, 2006).

The success of a student in all disciplines in general and English-major students in particular is measured that how effective are their writing skills (Evans and John, 1998). Writing is a creative process and human minds create meaningful messages through it (Philomina, 2015). English Writing is the major global demand with increasing trend in their importance and it is one of the central goal of the school and college system because unlike oral ability, written skills is not naturally acquired but it has to be properly studied (Villanueva, 2008). Similarly, good writing skills are required to access knowledge at school and college level first and professional life later. Moreover, students also needs effective writing skills for their academic success and personal development (Mukulu et al., 2006). According to Ahmad (2010) that competency in writing help the students to perform well in their academics.

Among the non-native at secondary and higher secondary level has high rate of failure in English writing skills as they have no idea of creative writing (Rahman, 2007). The content analysis of the essay writing shows serious problems in tenses, spelling, verb, adjectives, punctuation marks, pronouns and prepositions (Njabili et al., 2012). Ali and Baksh. (2017) pointed out that the existing teaching methods did not provide the opportunity to develop writing skills among the students

Around the globe like many other countries, students at collage and school level in Pakistan regard English writing is the most difficult job and consider it as a major problem. They do not have the opportunity to work on creative essays during their schooling (Habiba et al., 2020). Furthermore, the students also avoid communicating in English language with each other. It has been studied that majority of students rely on the cramming while less attention gives creative writing comparatively (Rahman, 2002). It has been also noted that Pakistani students have lack of expertise in creative writing in their examination tasks (Dar and Khan, 2015).

### **Problem statement**

Private and public sector are the main educational units in Pakistan. In both sectors, particularly, in private sector, English is the medium of instruction. Researchers outline the academic achievement at secondary and higher secondary level in subject like Science, Social studies, Math's and English at public and private sectors. Further, it was reported that private sector's students performed better than public (Bashir 2001; Ahmad et al., 2017). However, rare literature is available regarding the English writing skills in both of the sectors. Therefore, baseline study is required to compare the writing skills of public and private sector at school/ collage level. This research addresses the issue of writing and translation skills at higher secondary level and highlights the difference between public and private sector in English writing skill.

### **Hypothesis**

The major hypothesis of the study is whether or not there is difference in writing skills between public and private sector at higher secondary level.

### **Objectives of the study**

This paper aims at meeting the following research objectives;

To investigate the English writing skills in terms of creative writing, English essay, at higher secondary level.

To compare writing skills between public and private sector at higher secondary level

### Significance of the Study

This research explores the English writing skills of students at higher secondary level as to find out the difference between Public and private sectors. This research highlights the major weakness in the writing skills of the students to give working plan for policy makers and teacher to design effective strategies to enable students for good writing. This study will be helpful for teachers to improve the English writing skills to address the major deficiencies and will guide them towards effective English writing.

### Research design

The current study was conducted in two tehsil of district Dir lower namely Khal and Balambat. Six schools (3 public and 3 private) were randomly selected. In each school, first the students were grouped on the bases of their marks (500-, 750-950, 950 and above) than from each group two students were randomly selected for the desired data collection.

The population of this study was 6 higher secondary (first year) students of public and private school/collage in Khal and Balambat tehsil. Over all 36 students (6 each) from all school were selected for data collection while following stratified random sampling. The base for stratification was student's marks at SCC level.

A written test was prepared for date collection. The test was consisting of an easy and word uses into sentences. This pattern was chosen because in the English paper at school/collage level consisting the above mention style. Secondly GMT (Grammar translation methods) is used in most of the schools to teach English. The easy type questions were chosen to judge the students creative writing and up to how extent students express their views in written about current affairs. Similarly written text is better to judge the correct verb use in sentences, correct use of tense and punctuation, helping verbs, preposition, spelling and sentence structure and paragraphing. The use of pars of words into sentences was used to judge the vocabulary and their correct use. The written test was distributed among the selected students and the purposes of the study were explained effectively. The test was consist of four tasks in which students were asked to write their view point on Covid-19 and to write an easy on 'My best teacher' similarly, students were asked to translate Urdu sentences into English and to use pairs of words into sentences.

The collected test from the students was carefully checked for tenses, spelling, vocabulary, sentences structure, preposition, punctuations. The writing skills were analyzed on the bases of error they make. The results of the public and private sector were compared. The data was analyzed in MS EXCEL while grapes and tables were prepared. Furthermore, regression models were developed to study the relationship between student's marks and easy analysis, student's marks and translation analysis plus student's marks and pairs of word analysis. Sigma plot software was used for regression analysis in the study.

### Result and Discussions

#### Easy Analysis of Public Sector

The results of the essays analysis of public sector are presented in table 4.1. The results show that the students having lower grade (LG) made more mistakes compare to medium (MG) and higher grade (HG) students. Over all in the Students of lower grade (500-750 marks) 28.5 errors were found within 75 words essays. Among the Low Grade students maximum errors were found in the spelling (20.2%) followed by use of Capital letter (17.5%) and auxiliary (16.7%). Students of Medium Grade (750-950) made 17.8 errors with average text length of 100 words. Out of total errors 25.2% were made in the use of auxiliary and 20.5% were found in spellings and 14.9% were recorded in punctuations. A total of 18.2

mistakes were recorded in the text of High Grade students with in the text length of 135 words. High Grade students makes more mistakes in the use of auxiliary followed by incorrect use of verb.

**Table No. 3.1.1 Results of essays analysis of Public sector**

Parameters	500-750 Errors	Percent	750-950 Errors	Percent	950-1070 Errors	Percent
Verb	4.0	14.0	2.8	15.9	3.5	19.3
spellings	5.8	20.2	3.7	20.5	2.3	12.8
Preposition	3.0	10.5	1.3	7.5	1.3	7.3
Punctuations	4.5	15.8	2.7	14.9	2.3	12.8
Articles	1.5	5.3	1.2	6.5	2.3	12.8
Use of Capital letter	5.0	17.5	1.6	9.0	0.5	2.8
Auxiliary	4.8	16.7	4.5	25.2	5.8	32.1
Total	28.5	100	17.8	100	18.2	100

### Easy Analysis of Public Sector

Table 3.2.1 depicted the results of the essay analysis of private sector students. The results showed that the LG students make a total of 17 errors (text length 60 words). Most of the errors were found in the spellings followed by punctuations and auxiliary. In the essays of Medium Grade and High Grade students a total of 15.1 and 16 mistakes were found within the text length of 100 and 120 words respectively. Among the Medium Grade students, spellings mistakes were more followed by incorrect verb use, while High Grade students make more errors in the use of verb followed by spellings.

**Table No. 3.2. 1 Results of Essay Analysis of Private School**

	500-750 Errors	Percentage	750-950 Errors	Percentage Errors	950	Percentage
Verb	3.0	17.6	2.8	18.8	4.0	25.0
spellings	3.6	21.2	3.3	21.9	2.8	17.5
Preposition	1.6	9.4	1.5	9.9	2.3	14.4
Punctuations	3.0	17.6	2.6	17.2	2.8	17.5
Articles	1.3	7.6	0.5	3.3	0.8	5.0
Capital	1.6	9.4	1.5	9.9	0.8	5.0
Auxiliary	2.6	15.3	2.8	18.7	2.5	15.6
Total	17.0	100.0	15.1	100.0	16.0	100.0

### Comparison of Essay Analysis of Public and Private Students

Figure 3.1 shows comparison of the essay analyses of the public and private sector students. It can be seen from the figure that the public sector schools students makes more mistakes in all studied parameters except verb use. Overall of the total errors, public sector students shares 57.8%

### Comparison of the Results of essay analysis

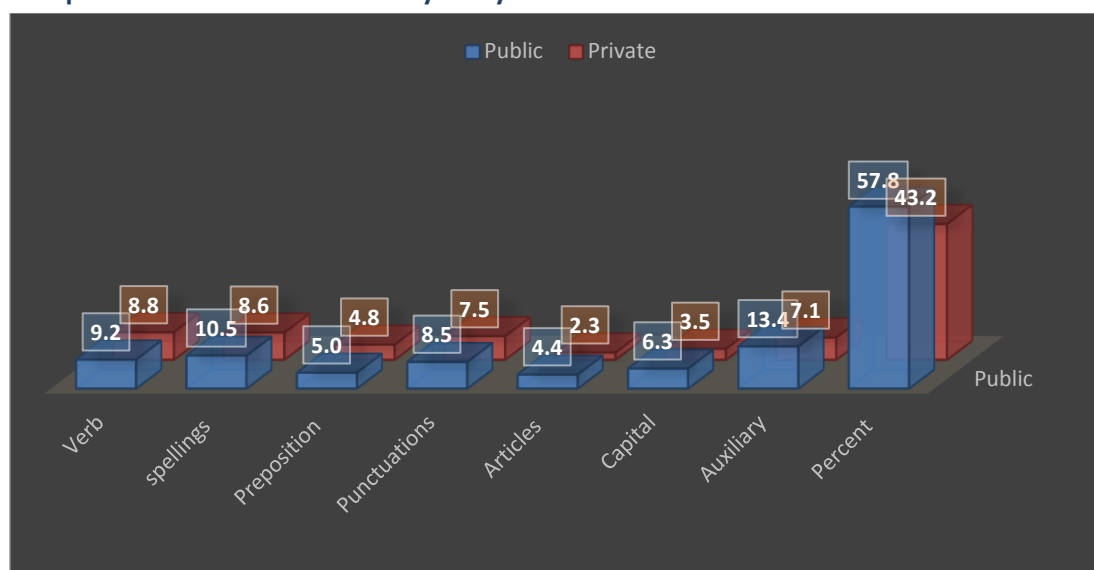


Figure no. 3.1. Comparison of the Results of essay analysis

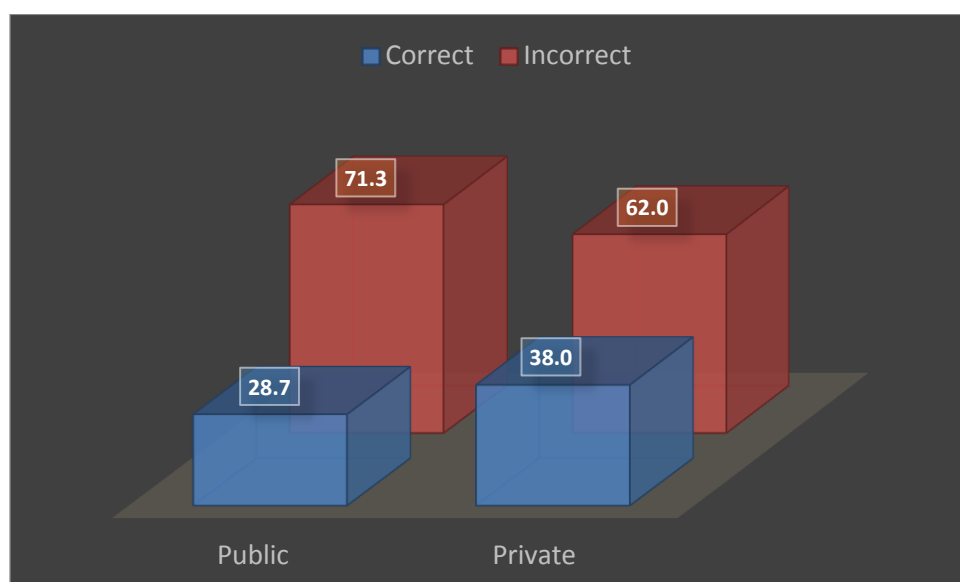
### Translations Analysis

For translation analysis six sentences were given to the students (Appendix I). The results underlines that with respect to grade, Low Grade students of public sector made more mistakes in translation. Out of total students among Low Grade, only 16.7% sentences were translated rightly and the rest were wrongly translated. The Medium Grade student's gives wrong translation of about 67% sentences, while for High Grade, it was 50%. The Low Grade students of private sector correctly translated 33.3% sentences and 66.7% were wrongly translated. The correct and wrong translation of the Medium Grade students was 36.1 and 63.9 % respectively, while for High Grade students it was 44.6 and 55.6% respectively.

**Table No 3.3.1 Analysis of translation**

Marks	Public sector students				Private sector students			
	Correct	Percent	Incorrect	Percent	Correct	Percent	Incorrect	Percent
500-750	0.7	16.7	5.3	83.3	2	33.3	4	66.7
750-950	1.8	33.3	4.2	66.7	2.2	36.1	3.8	63.9
950 -1070	2.7	50	3.3	50	2.7	44.6	3.3	55.6
Mean	1.7	28.7	4.3	71.3	2.3	38	3.7	62

The results of the comparison of translation analysis between public and private sector are given in figure 3.2. According to the results of the figure 3.2, overall 28.7% sentences were wrongly translated by the public sector students and 71.3% sentences were correctly translated by the public sector students. Similarly, the private sector students correctly translated 38% of the total sentences and 62% sentences were found wrong. These results showed that the translation proficiency of private students are better as compared to public sector students.



**Figure 3.2. Overall translation comparison between public and private students in percentage**

### 3.4. Pair of words Analysis

Table no 3.4.1 showing the results of Pair of words analysis. The results pinpoint that grade wise among the public sector students, 8.3% of words were correctly used by the LG student, whereas 93.9% were incorrect. The Medium Grade and High Grade public sector students correctly used 41.7 and 45% words correctly and 60 and 55% were incorrect respectively. Similarly, the Low Grade students of public sector students correctly used 41.7% of the word, while 58.3% were wrong. Among the Medium Grade students, 46.7% words were used correctly and 53.5% were incorrect. The High Grade students of the private sector performed better and out of total words 60% were correctly used and 40% were not correct.

Comparing the overall results, it was noticed that overall all public sector students used 31.7% of the words in a correct way while private sector students used 49.4.7% words rightly. The percentage of incorrect words usage was 69.4% among the public sector students and it was 50.6% among the private sector students. These finding clearly indicates that the performance of the private sector students is better than public sector students.

**Table No 3.4. 1 Analysis of Pairs of words**

Marks	Public sector students				Private sector students			
	Correct	Percent	Incorrect	Percent	Correct	Percent	Incorrect	Percent
500-750	0.8	8.3	9.3	93.3	4.2	41.7	5.8	58.3
750-950	4.2	41.7	6.0	60.0	4.7	46.7	5.3	53.3
950-1070	4.5	45.0	5.5	55.0	6	60.0	4	40.0
Mean	3.2	31.7	6.9	69.4	4.9	49.4	5.1	50.6



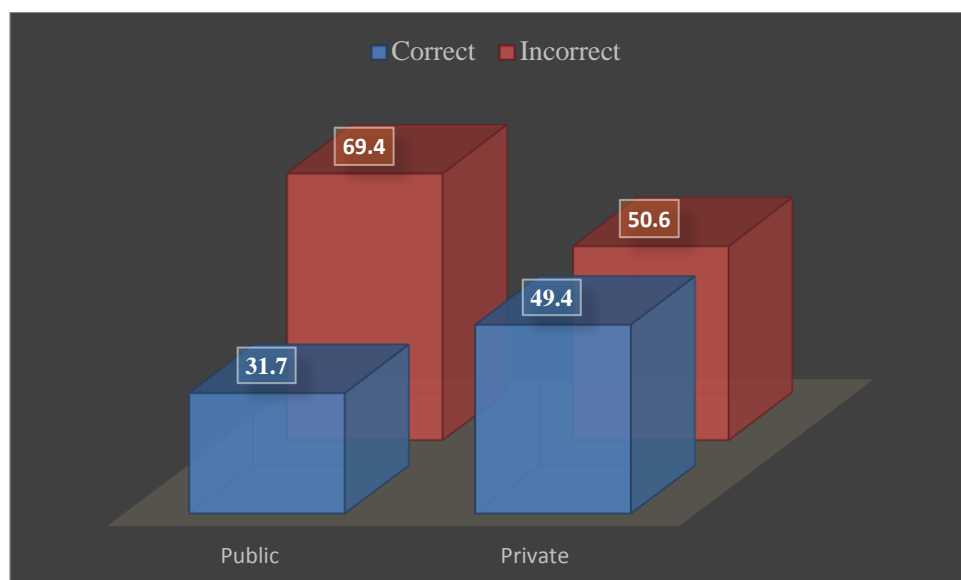


Figure 3.3. Overall pairs of words comparison between public and private students in percentage,  
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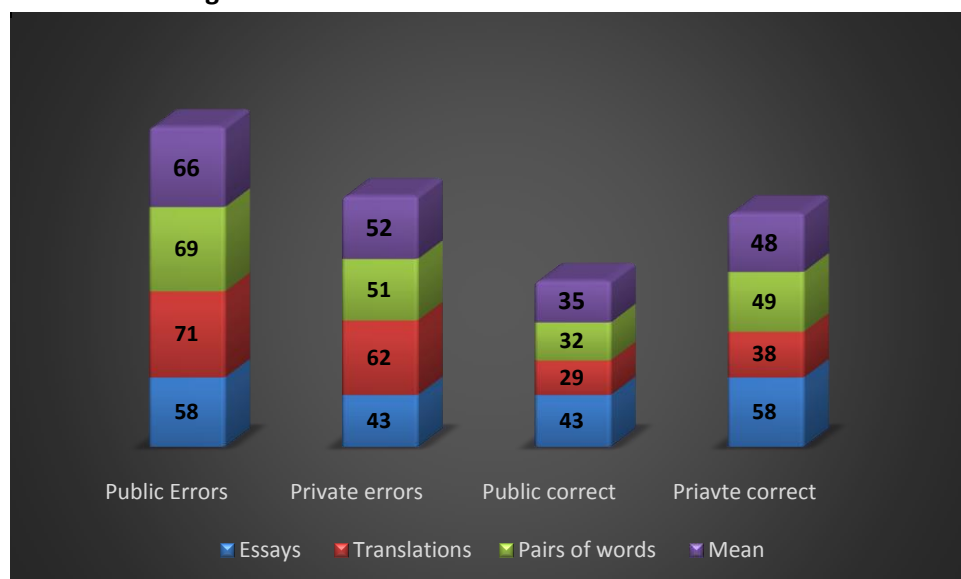


Figure 5.1. Overall performance between public and private students in percentage

### Regression Analysis

Regression analysis was carried out to study the relationship between student's marks and errors. The results are presented in the Figures 4.5 to 4.10 and table no 4.4. The results of the regression analysis in figure 4.5 and 4.6 shows relationship between student's marks of public and private schools respectively. The value of  $R^2$  for public and private schools is 0.70 and 0.66 respectively which shows a positive correlation between students marks and errors. Both the figure shows that with increasing marks, the errors of both public and private students are decreasing. Similarly, 4.7 and 4.8 depicted the relationship between student's errors of public and private schools. The results of the translation analysis in figure 4.7 and the table 4.5 clearly indicates that with increasing student's marks the number of correct translation increases and the errors are decreasing for public sectors. The  $R^2$  value of 0.72 represents a strong correlation between student's marks and correct translation for public schools.



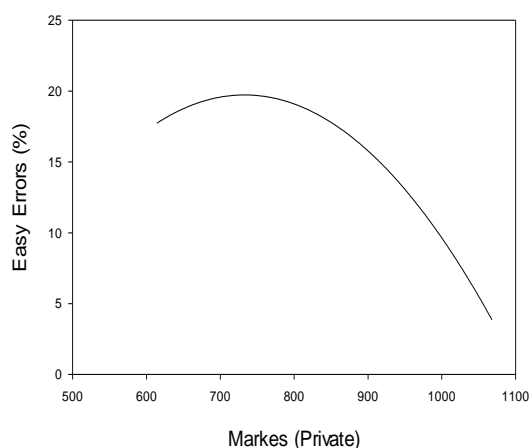
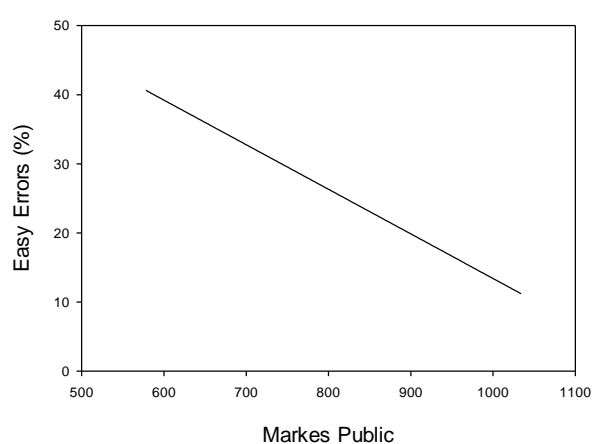


Figure no 4.5. Relation between marks & errors (Public) Figure no 4.6. Relation between marks & errors (Private)

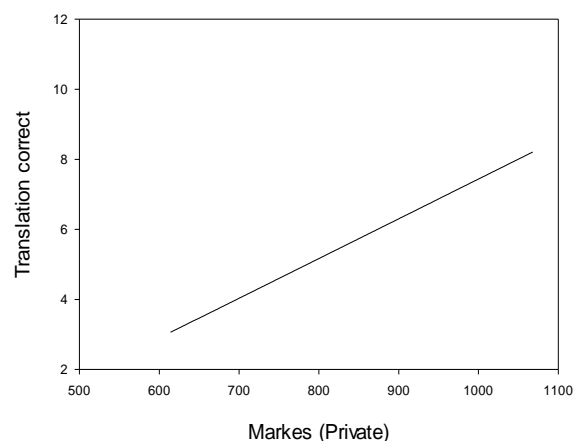
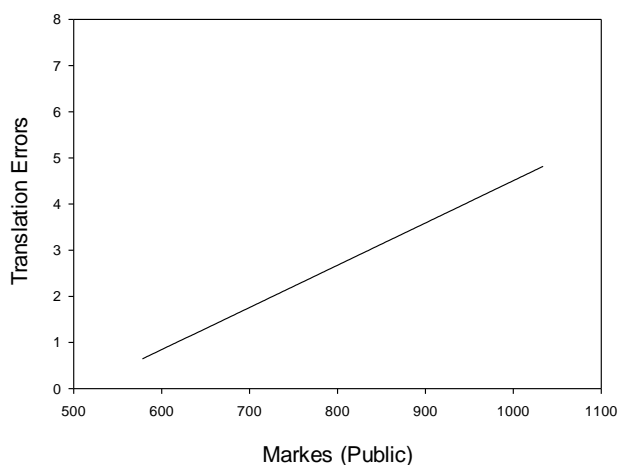


Figure no 4.7. Relation between marks & errors (Public) Figure no 4.8. Relation between marks & errors (Private)

Figure 4.8 showing the regression analysis between students marks and correct translation of private schools students, which also shows a positive correlation between marks and correct translation. However, the value of  $R^2$  (0.52) in table 4.5 shows not much strong correlations as compared to public schools. Figure 4.9 and 4.10 representing the relationship between student's marks and pairs of word analysis. The results of the figures also show a positive correlation between marks and correct use of Paris of word. However, the value of  $R^2$  in table 4.5 suggests a slight week relationship.

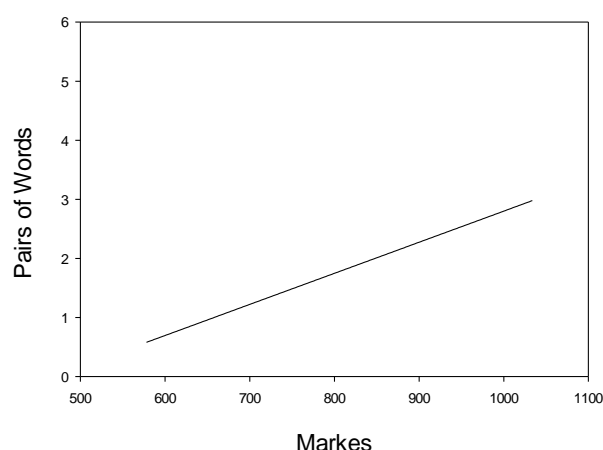


Figure no 4.9. Relation between marks& errors (Public)  
marks &errors (Private)

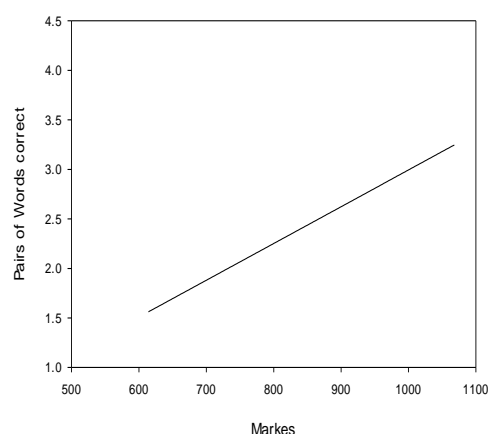


Figure no 4.10. Relation between

**Table no 4.5. Regression analysis**

Figure No	Relationship types	Equation	R2	Y <sub>0</sub>	a	B
4.5	Polynomial Linear	$f=Y_0+ax$	0.70	77.9	-0.06	
4.6	Polynomial, Quadratic	$f=Y_0+ax+bx^2$	0.66	-56	0.20	-0.0001
4.7	Polynomial Linear	$f=Y_0+ax$	0.72	-4.6	0.009	
4.8	Polynomial Linear	$f=Y_0+ax$	0.52	-3.9	0.01	
4.9	Polynomial Linear	$f=Y_0+ax$	0.50	-2.4	0.0053	
4.10	Polynomial Linear	$f=Y_0+ax$	0.40	-0.7	0.0037	

## Conclusion

Figure no 4.6 shows the overall performance of the public and private sector school. The results showed that in both public and private sectors the highest errors were made in translation. (71% for public and 62% for private) followed by pairs of words (69% for public and 51% for private). Compared to translation and pairs of words, in easy writing the errors were found lower (58% for public and 43% for private). Overall, the public sector students made 66% errors while it was 52% for private sector students.

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#### Appendix I. Marks wise students easy errors of Public schools

Marks	Verb	spellings	Preposition	Punctuations	Articles	Capital	Auxiliary	Total
578	6	4	4	8	0	8	8	38
582	3	6	6	5	4	8	4	36
588	5	4	1	3	1	1	2	17

639	0	0	0	0	0	0	0	28
680	0	0	0	0	0	0	0	28
726	2	9	1	2	1	3	5	23
742	3	5	3	4	4	3	5	27
856	4	5	1	3	0	2	7	22
904	2	2	2	2	1	1	5	15
910	4	4	2	4	0	4	0	18
910	1	2	0	2	1	0	4	10
946	3	4	0	1	1	0	6	15
950	2	2	2	4	1	0	5	16
990	4	4	2	1	5	0	5	21
996	6	6	1	4	1	3	7	28
1000	3	2	1	0	1	0	6	13
1026	2	0	0	3	3	0	4	12
1034	4	0	2	2	3	0	8	19

#### Appendix II. Marks wise student's easy errors of private schools

Marks	Verb	spellings	Prepositions	Punctuations	Articles	Capital	Auxiliary	Total
	5	2	2	2	2	2	2	17
674	4	4	3	3	1	2	3	20
740	1	6	3	4	1	3	3	21
745	2	2	0	4	1	1	2	12
750	2	2	0	3	1	1	1	10
750	4	6	2	2	2	1	5	22
755	1	3	0	0	0	0	1	5
800	1	0	0	0	1	0	1	3
818	5	1	3	5	1	4	3	22
850	3	3	3	3	1	0	6	19
886	5	10	3	6	0	2	5	31
894	2	3	0	2	0	3	1	11
896	4	4	2	6	1	4	2	23
924	4	3	1	2	1	0	3	14
942	5	3	4	4	2	0	5	23
966	4	3	4	1	0	1	2	15
998	3	3	2	2	1	0	1	12
1068	4	1	1	2	0	0	2	10

**Appendix III. Translation analysis**

Public school students			Private schools students		
Marks	Correct	Incorrect	Marks	Correct	Incorrect
578	1	9	614	5	5
582	1	9	674	4	6
588	2	8	740	5	5
639	1	10	745	4	6
680	1	10	750	5	5
726	1	9	750	2	8
742	1	10	755	5	5
856	9	2	800	4	6
904	3	7	818	5	5
910	4	6	850	4	6
910	4	6	886	6	4
946	5	5	894	4	6
950	4	6	896	3	7
990	5	5	924	6	4
996	4	6	942	1	9
1000	4	6	966	6	4
1026	3	7	998	10	0
1034	7	3	1068	10	0

**Appendix IV. Pairs of words analysis**

Public Schools			Private Schools		
Marks	Correct	Incorrect	Marks	Correct	Incorrect
578	1	5	614	3	3
582	1	6	674	2	4
588	1	6	740	1	5
639	1	6	745	2	4
680	2	4	750	2	4
726	1	5	750	2	4
742	1	5	755	2	4
856	1	5	800	2	4
904	1	5	818	3	3
910	2	4	850	2	4
910	4	2	886	2	4
946	2	4	894	2	4
950	2	4	896	2	4
990	3	3	924	3	3
996	2	4	942	4	2

1000	3	3	966	2	4
1026	1	5	998	3	3
1034	5	1	1068	2	4